

Topic 1 - Dairy Farming

Students will have the opportunity to:

- discover the differences and similarities between “pioneer” and “modern” dairy farmers and their rural lifestyles;
- discover how a cow produces milk and the technology and tools involved—farming is a high-tech business; and
- gain an awareness of where food comes from and an appreciation for agriculture.

How Do We Connect?

The Dairy Education Program can be adapted for most grade levels to enhance your programming in the classroom. The following outlines some of the many specific curriculum connections that can be realized by inviting a dairy educator into your classroom. (Please note that other connections are also possible.)

KINDERGARTEN

Science

- demonstrate an understanding of and care for the natural world; and
- recognize and use safely some common forms of technology.

Mathematics

- sort, classify and display a variety of concrete objects, collect data, begin to read and describe displays of data and begin to explore the concept of probability in everyday contexts.

Language

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- demonstrate an understanding and critical awareness of a variety of written materials that are read by and with the teacher; and
- demonstrate a beginning understanding and critical awareness of media texts.

The Arts

- demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama and dance; and
- communicate their ideas through various art forms.

Career Education (Choices in Action Policy)

- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE ONE

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Science and Technology

Understanding Life Systems - Characteristics and Needs of Living Things

- investigate and compare the basic needs of humans with the needs of other living things (e.g., the need for food, air, water, light); and
- identify the physical characteristics (e.g., size, shape, colour, common parts) of a variety of plants and animals.

Understanding Earth and Space Systems - Daily and Seasonal Changes

- describe how humans prepare for and/or respond to daily seasonal changes.

Social Studies

Canada and World Connections - The Local Community

- list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- identify the places in which people work and describe the technologies, tools and vehicles they use; and
- list a variety of occupations in the community and explain how they meet people's needs.

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE TWO

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Science and Technology

Understanding Life Systems - Growth and Changes in Animals

- demonstrate an understanding that animals grow and change and have different characteristics.

Social Studies

Canada and World Connections - Features of Communities Around the World

- describe some similarities and differences in the ways communities around the world meet their needs (e.g., food, shelter and clothing).

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE THREE

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Science and Technology

Understanding Life Systems - Growth and Changes in Plants

- describe the different ways in which plants are grown for food (e.g., on farms) and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits.

Social Studies

Heritage and Citizenship - Early Settlements in Upper Canada

- compare aspects of life in early settler communities and present-day communities; and
- compare and contrast tools and technologies used by early settlers with present-day tools and technologies (e.g., quill/word processor; sickle/combine harvester; methods of processing lumber, grain, and other products).

Canada and World Connections - Urban and Rural Communities

- compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities;
- identify and compare distinguishing features of urban and rural communities; and
- describe ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals).

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE FOUR

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Science and Technology

Understanding Life Systems

- describe ways in which humans are dependent on plants and animals (e.g., for food products, medicine, clothing, lumber);
- classify organisms, including humans, according to their role in a food chain; and
- build food chains consisting of different plants and animals, including humans.

Social Studies

Canada and World Connections - Canada's Provinces, Territories and Regions

- identify and describe types of communities in each physical region of Ontario (e.g., forestry and mining communities in the Canadian Shield region, fishing and hunting communities in the Hudson Bay lowlands).

Heritage and Citizenship - Medieval Times

- describe medieval agricultural methods and innovations (e.g., common pasture, three-field rotation, fertilizers, the padded horse collar, the wheeled plough, mills) and explain why the innovations were important; and
- compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government).

Heritage and Citizenship

- describe medieval agricultural methods and innovations (e.g., common pasture, three-field rotation, fertilizers, the padded horse collar, the wheeled plough, mills) and explain why the innovations were important; and
- compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government).

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE FIVE

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts; and
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.

Science and Technology

- explain the advantages and disadvantages of different types of mechanical systems.

Social Studies

- make connections between some elements of modern life and similar elements from early civilizations; and
- report on the relevance to modern society of technological discoveries made by early civilizations.

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE SIX

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Science and Technology

Understanding Life Systems

- identify everyday products that come from a diversity of organisms; and
- assess human impacts on biodiversity and identify ways of preserving biodiversity.

Understanding Matter and Energy

- evaluate the impact of the use of electricity on both the way we live and the environment.

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.